

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Elizabeth Ferry Block #: N/A
2. For what project did you make your digital story? "MEL Webquest"
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? We were trying to teach fellow teachers about the MEL model and how to incorporate it into their classrooms to improve the engagement of their students.
4. What type of story are you telling? We were telling a fairy tale.
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
http://www.readwritethink.org/files/resources/lesson_images/lesson42/RWT027-4.pdf
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
There are many other ways we could have demonstrated the same content. We could have constructed a Glogster or a Prezi.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) The advantages to using a digital story to convey content over other methods is by using a digital story it kept the audience more engaged, was easy to understand because of the clear plot progression, and made the information seem less heavy even though it was the same essential facts that could have been taught in a different format. A disadvantage of using a digital story to convey serious information is that it may seem like there is too much entertainment involved and not enough clear, factual information. The advantages of using programs like Glogster and Prezi is the straight forward manner in which they present information. They don't "beat around the bush" and include excess "fluff". The disadvantage is that they can be boring because of the cut/dry information they are discussing. It is easier for audiences to drift away or become restless when learning via a Glogster/Prezi.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. (<i>Copy and paste the element and its description/explanation from the source Web site.</i>)	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. (<i>If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.</i>)	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. (<i>e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”</i>)
• Do NOT need to include fairies.	Well...it did so that makes it even better!	The Learning Fairy acted as a guide in teaching Nick all about the MEL model.
• Include fantasy, supernatural or make-believe aspects.	Fantasy elements: The make pretend world of “Class of Tomorrow” with the Learning Fairy as the guide	The “Class of Tomorrow” was the fantasy world in which the details about our content were taught in an orderly and structured fashion
• Typically incorporate clearly defined good characters and evil characters.	The Learning Fairy represented our emphasis on the importance of GOOD characters and how helpful they can be	The GOODness of the Learning Fairy helped represent all the GOOD that will come out of the incorporation of the MEL model in one’s classroom
• Involves magic elements, which may be magical people, animals, or objects. Magic may be positive or negative.	Magical elements: The Learning Fairy, getting sucked into the book (smoke/wind noise), and the magical “important information” chimes	These elements helped keep the audience engaged so they could fully take in all the content that was being explained
• Focus the plot on a problem or conflict that needs to be solved.	Plot: help teach Nick how to become a better teacher and help him learn how to engage the students in his classroom	By following along with Nick’s journey the audience could relate to him and think of ways to personalize this model to their own classroom
• Often have happy endings, based on the resolution of the conflict or problem.	Happy ending: Nick leaned all about the MEL model and was confident he could incorporate it into his own classroom	By the end of the story hopefully the audience will be more confident in how the MEL model is practiced

<ul style="list-style-type: none"> • Usually teach a lesson or demonstrate values important to the culture. 	Lesson: the importance of engaging students to make them learn more effectively and have a better learning environment in which to do so	By experiencing the story right along with Nick the audience takes in the content/lessons of the MEL model and walks away with a plethora of knowledge
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